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ABSTRACT

The manual explains abstracting and indexing styles and procedures used at the Council for Exceptional Children Information Center in preparing information for publication and entrance into the information retrieval system. General abstracting guidelines cover types of abstracts, form of abstract, content of abstract, abstracting guidelines for specific types of documents, methods of approach, permission to use author abstracts, and stylistic preferences. General indexing guidelines pertain to major indexing tools, what to index, and identifiers. Order and physical form of abstracts and record keeping are discussed in terms of procedures peculiar to local documents. Procedural and format differences peculiar to Educational Resources Information Center (ERIC) document for Research in Education are then explained. The nature of the Current Index to Journals in Education (CIJE), the ERIC journal article resume form, and procedural steps in processing CIJE articles are clarified. Miscellaneous procedures related to abstracting last explained are the abstract control list, thesaurus revision, and the ERIC quarterly report. (For two other manuals used at the Information Center, see also EC 042 176-7.) (CB)

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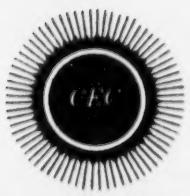

CEC Information Center on Exceptional Children

An Educational Resources Information Center

ABSTRACTING AND INDEXING MANUAL: PROCEDURES OF THE CEC INFORMATION CENTER

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(An ERIC Clearinghouse)

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ABSTRACTING AND INDEXING MANUAL: PROCEDURES OF THE CEC INFORMATION CENTER

May, 1972

by

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PREFACE

The abstracting staff at the CEC (Council for Exceptional Children) Information Center abstracts and indexes literature related to the education of handicapped and gifted children and youth in order to provide summary information on current literature in the field of special education. In addition to providing the data base for a computerized information retrieval system, abstracts and indexing information are disseminated via three journals: the ERIC (Educational Resources Information Center) publications, *Research in Education* (RIE) and *Current Index to Journals in Education* (CIJE), and the Information Center's journal, *Exceptional Child Education Abstracts* (ECEA). Abstracts are also used in a series of bibliographies compiled by the Information Center to answer information requests.

Uniform abstracting/indexing styles and procedures facilitate usage of abstracts and efficient information processing. The *Abstracting and Indexing Manual: Procedures of the CEC Information Center* explains the use of forms, techniques, and procedures used by the abstractor/indexer at the Center in preparing information for publication and entrance into the information retrieval system. It is hoped that these guidelines, by insuring consistency in abstract content, format, and style and in assignment of indexing terms, will contribute to the maintenance of quality abstracting and indexing and thereby facilitate the provision of well-organized and rapidly available information concerning exceptional child education.

I. GENERAL ABSTRACTING GUIDELINES

A. Types of Abstracts

An abstract, which is a concise summary of a document, may be written in one of two styles: informative or descriptive. The *informative* abstract, written as if the abstractor were the author writing an objective summary, condenses major actions described or research results obtained into a summary of the contents. By reporting the basic information recorded in the document, it thus serves as a small substitute for the document. The informative abstract is used for research reports (experiments, studies, surveys, or other types of research), whether the research is of a clinical, comparative, experimental, longitudinal, investigative, evaluative, or follow-up nature. The organization of an informative abstract follows the basic report form for scientific experiments. It generally states the scope and purpose of an investigation, methods used or kind of treatment given, results obtained, and conclusions drawn.

The *descriptive* abstract describes rather than reports contents of a document. It indicates scope and subject by mentioning the principal subjects discussed. Thus, unlike the informative abstract which serves as a summary report of the contents, the descriptive abstract serves as a guide to the contents, somewhat like a prose table of contents. The descriptive abstract is written from the point of view of an informed reader, describing in broad terms what is presented, how it is presented, and perhaps for whom it is intended. The descriptive abstract is used for non-research documents, whose factual contents cannot be reported as easily in summary form as can the contents of research reports. Non-research documents include essays, textbooks, curriculum guides, bibliographies, conference proceedings, speeches, pamphlets, and literature or research reviews.

Verb tense will help differentiate between the informative and descriptive points of view. Informative abstracts are written in the past tense, since they report completed studies and actions. Descriptive abstracts are generally written in the present tense, and frequently employ verbs in the passive voice ("are discussed," "is considered," "are presented"). Note the difference between the following examples:

Informative: A questionnaire, designed to assess equipment needs of preschool teachers, was sent to...

Descriptive: A questionnaire for assessing equipment needs of preschool teachers is described.

Informative: Methods of data collection used were parent questionnaires and teacher rating scales.

Descriptive: Methods used to collect data are analyzed briefly.

Samples of complete informative and descriptive abstracts follow.

An informative abstract:

> The study evaluated progress made by trainable mentally retarded (TMR) persons in community centered programs, which allow them to remain with their families and in the community rather than being institutionalized. Evaluated were two experimental groups numbering 12 and 22 TMR children (mean ages 10 years 7 months and 10 years 2 months) who have been enrolled in two different community centered programs for 1-6 years (mean of 3 years), and a control group of 20 TMRs (mean age 9 years 9 months) waiting to be enrolled. The TMR Performance Profile, a descriptive behavioral measure, was used to assess subjects' abilities in five major areas of daily activities: social behavior, self-care, communication, basic knowledge, and body usage. Both experimental groups scored significantly higher than the control group in all areas except self-care, in which only one experimental group scored significantly higher. It was concluded that systematic training programs as exemplified by the community centered concept significantly improve the skills and functioning of the TMR and that the development of such community centered programs is justified.

A descriptive abstract:

> The analysis of the developmental experiences and resulting personality patterns of Southern Appalachian children is based upon fieldwork in psychiatric clinics in eastern Kentucky, where diagnostic evaluation and treatment were provided for emotionally disturbed children. Observations on the mental health, or mental disorder, of the children are made concurrently with and in the light of observations on the ways in which eastern Kentucky families raise their children and on the kinds of adjustments to life that these children make. The historical, geographic, and socioeconomic characteristics of the region, in addition to characteristic family life styles and child rearing practices, are presented as the necessary context for understanding the children's mental health problems. Mental disorders are viewed largely as social phenomena and mental health or disorder is seen as firmly embedded in the social matrix. The study of family structure and interrelationships reveals three prominent themes influential in child development--emphasis on infancy of the children and family closeness, poor development of verbal skills, and the consideration of sexual maturation and functioning as a tabooed topic. Instances of emotional disturbance discussed are grouped accordingly: dependency themes, communication patterns, and psychosexual themes.

B. Form of Abstract

1. One Paragraph

The abstract, whether informative or descriptive, is written in paragraph form. Sentences are complete, although unnecessary articles may be omitted in the telegraphic style. The topic sentence should indicate the major thesis or topic of the document, which the paragraph will proceed to develop.

2. Signature

At the end of the paragraph, the abstractor signs his two initials in parentheses. If the author's abstract accompanying a journal article is used, the abstractor places the notation of *(Author)* after the abstract. If the abstractor edits considerably the original author abstract, he indicates this by following the notation of *Author* with a slash and then his initials: *(Author/KW)*. A discussion of copyright permission for author abstracts is found in Section I F.

3. Length

Within a general limit the abstractor may vary the length of his abstracts as he determines necessary, depending upon the complexity of the document being abstracted. An average abstract contains 150-200 words. Some abstracts might be much shorter, such as one describing a small bibliography. For purposes of brevity and relative consistency, maximum length should not exceed approximately 250 words.

C. Content of Abstract

1. Objectivity

The abstract is intended as a factual and objective representation of the original document, not as a critical review. Therefore it is essential that the abstractor, through his word choice, neither introduces his own biases or feelings in his writing nor evaluates, interprets, or draws conclusions from the material presented. Attempting to be objective implies that the abstractor avoids using his own qualifying words in describing the document. Included in this category of words-to-avoid are such qualifying terms as "excellent," "unusual,". "well-researched," "authoritative," and other words of their ilk.

The following examples illustrate how it can be made clear that any points of view, conclusions, or implications stated are those of the author and not those of the abstractor.

Incorrect: Study of parental chromosomes is essential...
Correct: Emphasized is the need to study parental chromosomes...

Incorrect: Peer tutoring in reading increases the reading ability of...
Correct: It was concluded that peer tutoring in reading increases...

Incorrect: Use of teacher aides frees the teacher from many administrative tasks.
Correct: Use of teacher aides is seen to free the teacher...

Incorrect: Further research should be undertaken in order to...
Correct: Recommended is further research to...

2. Weighting

To most accurately reflect the contents of the original document, the abstractor needs to consider the relative proportions and importance of material in the document so that the abstract will be weighted in the same proportions. The abstract should indicate the major emphases of the document, distinguishing between major and minor subjects or issues covered and not giving disproportionate attention to minor points. In this way the abstract will be an accurate and objective reflection of the original document. To reflect the emphases of the original document, the abstractor may find helpful such phrases as "emphasis on," "the major portion " "the majority of the paper," "focuses upon," "concentrates upon," "features," and other similar phrases.

In accordance with the policy of weighting the abstract, the abstract should indicate the presence of a bibliography, glossary, indexes, or appendices accompanying the document only when such a section constitutes a substantial portion of the document and is considered to be of relative significance. Otherwise it is assumed that many documents contain a moderate list of references, for example, and that fact need not be mentioned in the abstract.

3. Repetition

More helpful information can be provided in the abstract if space is not taken up in the text of the abstract with a repetition of information which is already provided by the title of the document, its source, pagination, or publication date. All this information is included in the bibliographic data which accompanies the abstract when it is printed.

D. Abstracting Guidelines for Specific Types of Documents

The kinds of information included in an abstract will vary slightly depending upon the kind of document which is being abstracted. The following section offers specific suggestions and guidelines for abstracting some of the major types of documents acquired. The abstractor can include as much of the information suggested as is relevant and appropriate to the document under consideration.

In general, if the type of document is not indicated by its title, it should be identified in the first sentence of the abstract. It is also helpful to the reader to state what kind of treatment the subject is given: theoretical, experimental, historical, brief, from a clinical point of view, from the lay person's viewpoint, et cetera.

1. Research Documents

Informative abstracts are written for research studies and evaluation reports. They usually state objectives of the research, subjects involved, methodology followed, results obtained, conclusions drawn, and any specific implications for further research noted. Objectives should be stated in general terms; lengthy hypotheses need not be enumerated in the beginning, as they will be included in the reporting of results. Subjects should be identified by characteristics significant to the research design, whether they be IQ, age, sex, socioeconomic level, handicapping condition, or other identifying characteristics. In reporting results, levels of statistical significance should be stated when they figure in major results.

Sample abstract of a research document:

> Two longitudinal studies of children who learn to read before entering school investigated personality traits, family background, method of learning, why they learn to read early, and whether they have later problems interfering with school achievement. Early readers were identified by testing entering first graders. Subjects were retested yearly with standardized reading tests for several years. Test results were analyzed to relate achievement to IQ, sex, double promotion, and preschool environmental factors, and to compare progress to that of equally bright children who did not learn to read early. Personal characteristics were also compared using data from personality tests, teacher ratings, and parent interviews. Some of the findings were that early readers tended to maintain their lead in achievement; although median IQ's were high in the two studies (121 and 133), IQ's of early readers varied greatly (91-161, 82-170); comparison of equally bright early readers and non early-readers showed more similarities than differences in personality characteristics; parents of early readers showed greater willingness to give early help; and there was no simple connection between early reading and socioeconomic status.

2. Curriculum Guides and Teacher Guides

Guides require descriptive abstracts. The abstract indicates intended reader, purpose, and guide organization and format. This includes mention of important charts or tables, illustrative units, resource lists, or other special features. The abstract should indicate subject area, grade or developmental level, unit areas of the course, and the intended applicability range of the material.

Sample abstract of a curriculum guide:

> Intended for teachers and administrators concerned with planning and organizing educational programs for educable mentally retarded (EMR) children, the book treats the development of a balanced curriculum in general and specific terms. Section 1 discusses the EMR child himself, emphasizing personality development and particularly, guidance of EMR children in and out of the classroom. Section 2 examines more closely education of the EMR child. Following a statement of the philosophy for special education programs and a presentation of guidelines for curriculum development, specific curriculum, materials, and teaching methods for EMR students are presented for the following seven areas: physical education, communicative skills, arithmetic competencies, social competencies, health, safety, vocational competencies, and aesthetics. Suggestions are offered to guide teachers in planning specific daily tasks and activities from the primary to high school level. Detailed for each subject at each developmental level are behavioral objectives, learning experiences, and teacher procedures to develop desired behavior.

3. Bibliographies

Descriptive abstracts are appropriate for bibliographies. Mention should be made of the types of materials listed and the principles by which items were selected, the intended audience, the period of time covered by publications, the approximate number of entries, the system by which the entries are arranged, whether annotations or other evaluative information are included, and what kind of indexes, if any, are included.

Sample abstract of a bibliography:

> The bibliography on the epidemiology of mental illness and mental health contains references to 1428 books and journal articles published between 1966 and 1968. It is intended to assist mental health epidemiologists indentify and utilize recent research papers related to their particular interests. References are listed under one of the following categories: design and implementation of studies, etiology of mental disease, rates of disease incidence, prevalence characteristics of populations (demography), services and programs (needs, adequacy of utilization, attitudes of public), and outcome of treatment. Author and subject indexes are provided.

4. Program Descriptions or Administrative Reports

These require descriptive abstracts, which should cover program objectives, identification of target population, types of teachers and other personnel involved, numbers of classes or students, means of carrying out the program such as eliciting parent or community participation, to-date progress of the program, and either future plans or conclusions as to the program's effectiveness if it has been completed.

Sample abstract of a program description:

> Examined are the role and the achievements of Hunter College Elementary School in New York City in educating gifted children. Distinctive features characterizing the program of the school are described. Data cited refer to the school's first 10 years (1941-1951). The discussion covers administrative organization, goals and curriculum, class organization, teaching methods, instructional resources, and specific instruction in subject matter and academic skills. Also covered are school life and school-community and school-parent relationships. The guidance and adjustments of gifted children are appraised, and the role of the school in the preparation of teachers of the gifted outlined. Evaluative evidence relating to the academic achievement, skills, and attitudes of students is cited to establish the validity of the school's program.

5. Speeches, Statements of Opinion, Discussions of Issues

To be sure that the author's opinions are accurately presented without any possibility that they might be attributed to the abstractor, a descriptive approach is recommended. Described are the author's thesis or premise, issues discussed, development of the argument and supporting proofs, and conclusions drawn by the author.

Sample abstract of a speech or discussion:

> Described are ways in which early childhood education can benefit young handicapped children. Handicapping effects of various disabilities are mentioned, and statistics on numbers of handicapped children presented. Emphasized is the role of the nursery school teacher as skilled observer and the value of the nursery setting in helping to identify problems meriting referral for clinical evaluation. Also pointed out is the nursery school's contribution to realistic parental assessment of the degree of the child's disability by permitting parental observation of the child in the classroom and comparison of the child to other children. How the nursery school experience helps the child toward social conformities and eases the transition from home to elementary is described. It is suggested that a good program of parent education and participation can have a very salutary effect on the home situation, particularly in the area of independence between parent and child. Cooperation between the nursery school teacher and the public health nurse is recommended.

6. Conference Proceedings and Other Multiple Author Documents

A descriptive abstract is used for this kind of document. The subject and scope of the collection should be defined and the individual topics treated should be noted. If space permits, individual authors may be listed also. More information about each topic often can be included if the abstractor states the topics covered in his own words, rather than quoting verbatim the title of each paper, since titles, particularly of discussion papers, sometimes do not indicate the full scope of the subject or the method of treatment. If space does not allow mention of each article, mention the major subject areas or subcategories covered by clusters of articles.

Sample abstract of conference proceedings:

> The conference on Physical Trauma as a Cause of Mental Retardation dealt with two major areas of etiological concern—postnatal and perinatal trauma. Following two introductory statements on the problem of and issues related to mental retardation (MR) after early trauma to the brain, five papers on the epidemiology of head trauma cover pathological aspects, terminal hemmorrhages in the brain wall of neonates, postmortem neuropathologic findings in birth-injured patients, and epidemiological studies. Nine papers report perinatal studies on such topics as obstetric history, obstretric trauma, fetal head position, maternal pelvic size, birth position, intrapartum uterine contractions, and related fetal head compression and heart rate changes. Five special studies of the developing brain concern trauma during labor, trauma to neck vessels, the immature brain's reactions to injury, partial brain removal in infant rats, and cerebral ablation in infant monkeys. The following aspects of the premature infant are discussed in relation to MR in five papers: intracranial hemmorrhage, CNS damage, clinical evaluation, EEG and subsequent development, and hematologic factors. Five papers on postnatal trauma examine subdural hematoma and its etiology, the battered child, an interdisciplinary prospective study, and intellectual sequelae of coma due to acceleration concussion.

Sample abstract of multiple author documents:

> Six papers discuss some of the current issues in the field of mental retardation and human development. Epidemiology of mental retardation from a sociological and clinical point of view is analyzed by Jane R. Mercer, based on studies of mental retardation in the community in Pomona, California. The role of genetics and intra-uterine diagnosis of genetic disorders in relation to mental retardation is discussed by Henry Nadler. William K. Frankenburg reviews the importance of early identification of developmental problems, essential characteristics of screening tests, and some available developmental screening tests, particularly the Denver Developmental Screening Tests. Ira J. Gordon considers the effects of early educational intervention programs on early development, focusing upon the family as a target and upon programs that are research programs rather than service efforts without research or evaluation. New directions in reformulation efforts of teacher education are outlined by Nicholas J. Anastasiow. Louis Z. Cooper discusses rubella in terms of developmental problems and family health services.

7. Textbooks and Other Non-Research Documents

Any other non-research documents, including texts, not discussed separately above call for descriptive abstracts and follow the general guidelines for descriptive abstracts explained in Section I.A.

Sample abstract of a book:

> The relatively non-technical discussion of mental retardation is directed to students, teachers, and others interested in mental retardation. Many sections are specifically aimed at parents of retarded children. An introductory overview chapter considers some of the broad questions and general management techniques related to mental retardation. The major portion of the book consists of chapters focusing upon each of the particular developmental periods in the life of a retardate: the prenatal period and infancy, preschool years, elementary school years, adolescence, and adulthood. Attention is given to chief characteristics of a retarded person at each stage, diagnoses and management techniques appropriate for each period, and other relevant issues. Emphasis is on behavioral rather than medical details. Chapters are organized in a question and answer format. Questions are the result of tabulation and classification of a survey conducted to determine the kinds of questions various persons had about mental retardation. Appended are a discussion of issues pertaining to mental retardation research and a summary of recommendations for planning, developing, and coordinating programs for the mentally retarded.

8. Documents in a Series

A document may be one of two or more in a closely knit series, such as a series of Technical Reports on a particular project, or it may be a final report on a project whose preliminary report has already been abstracted and processed. The document's relationship to the others in the series should be briefly mentioned in the abstract; the EC number (local accession number) or ED number (ERIC accession number for documents submitted to ERIC) of the related documents should be listed at the end of the abstract. Such references will assist in retrieval of the other documents in the series.

Sample abstract of a document in a series:

> As part of a 2 year demonstration project to evaluate the effect on the mental health of physically handicapped children placed in organized group activities with their nonhandicapped peers, two research instruments were used. The monograph discusses one of the instruments, the Self-Image Evaluation. A synopsis of the project is provided; and a brief history of the Self-Image Evaluation is included. Use of the testing tool with handicapped and nonhandicapped children, children in foster home care, and in the children's integration study is reported. Illustrations of the use of the testing device taken from the demonstration project are also included. The test's applicability to social work practice, such as to show that children can communicate indirectly through no response to questions that are disturbing, and to suggest that it is important that what the child reveals through the test be obtained before too much credence be attached to the parent's presentation of the child's problem, is made. The second research technique, the Comprehensive Family Rating technique, is discussed in EC 032 229. A detailed presentation of the entire demonstration project is found in EC 032 330.

E. Method of Approach

For a non-research document which requires a descriptive abstract, the abstractor can concentrate more on describing the scope and format than on reporting the factual contents. In preparing a descriptive abstract any or all of the following steps may be helpful.

1. Surveying the title, table of contents, and index.
2. Reading the introduction, preface, or foreword.
3. Examining the document to determine format or type of presentation (question and answer format, case histories, numerous photographs or illustrations, abundant statistical tables and graphs, conversational style, technical level of the material, et cetera).
4. Skimming any summaries at the ends of chapters, sections, or the end of the book.
5. Checking subheadings within chapters to be sure that the title of the chapter is representative of its contents.

F. Permission to Use Author Abstracts

In many journals author abstracts accompany each article. The CEC Information Center has secured permission from most of these journals to reproduce the provided abstracts for our announcement of the article in ECEA. This eliminates the necessity to re-abstract the article.

When an abstractor encounters a journal article with an author abstract provided which he judges accurate and complete and therefore desires to use, he should follow this procedure:

1. Confirm copyright permission by checking the current Listing of Journals Granting Permission to Use Abstracts *(Example 1 in Appendix)*. If the journal is not listed and if articles from that journal are abstracted regularly, the abstractor may suggest to the Coordinator of Abstracting that a letter be sent to the editor of the journal requesting permission to print the provided abstracts. A file of permissions received is maintained by the Coordinator of Abstracting and is the basis for the Listing of Journals Granting Permission to Use Abstracts.

2. If the journal in question has granted permission, the abstractor requests the xerox operator to xerox a copy of the journal page containing the author abstract.

3. If editing of the author abstract to conform to stylistic guidelines is minimal (punctuation, verb tense, number form changes), the abstractor may indicate them directly on the xerox copy. The notation of *(Author)* is usually inserted at the end of the abstract. A few journals prefer other notations; these exceptions are noted on the Listing of Journals Granting Permission to Use Abstracts *(Example 1 in Appendix)*.

4. If editing changes involve the insertion of or substantial changes in whole sentences, the abstract may need to be rewritten on another sheet of paper for purposes of clarity. In cases of substantial editing, the abstractor indicates *(Author)* plus his own initials, separated by a slash, within the parentheses at the end of the abstract: *(Author/KW)*.

5. The edited author abstract is then attached to the list of indexing terms selected for that article, and henceforth is handled the same as an original abstract.

G. Stylistic Preferences

1. Punctuation

The range of punctuation marks which may be used is determined by the typesetter for ECEA. The following characters can be typeset and therefore, can be used in an abstract:

, comma	-- dash
; semicolon	-hyphen
: colon	/slash
. period	' apostrophe
? question mark	% percent sign
() parentheses	$ dollar sign
* asterisk	& ampersand

Quotation marks are available in the ERIC system but not for ECEA; to eliminate the necessity to edit the abstract between printing in RIE and ECEA, quotation marks should not be used.

2. Language and Vocabulary

a. To create a unified paragraph in which the development of ideas flows smoothly, transitional words and phrases are helpful. They take up little space yet help the reader follow clearly the progression of thought. Useful transitional words and phrases include, but are not limited to:

however	thus
further	in addition
as a result	though
moreover	in turn
also	such as
therefore	

b. The same verbs and sentence structures should not be monotonously repeated: Examples are sentences all beginning with "It was found that..." or "It was reported that... "or sentences all ending with "...are discussed" or "...are given." Often greater accuracy can be gained by the choice of a more appropriate or specific verb. Some verbs which can be used to increase either variety in vocabulary or accuracy are:

analyze	detail	outline
argue	develop	point out
center on	discuss	present
cite	elaborate upon	provide
comment upon	emphasize	recommend
compare	enumerate	redefine
concern	examine	refer to
concentrate upon	explain	represent
consider	explore	review
consist of	feature	show
contain	give	state
cover	give attention to	study
criticize	include	suggest
define	indicate	summarize
delineate	list	take into account
demonstrate	mention	treat
describe	note	

c. Judicial choice of words can do much to foster conciseness:

Instead of:	*Why Not Use:*
in order to	to
is responsible for determining	determines
for the purpose of	to
in the event that	in case (or) if

d. Abstracts should not begin with the word "this": "This book...", "This article...". It may sound right to the abstractor who has the document in his hand, but it does not make sense to the reader of the abstract who does not have the document in front of him.

e. Dangling participles are incorrect. When the noun modified by the participle is not in the same sentence or clause, the participle is dangling.

Dangling participles:

Written for parents of gifted children, development of the gifted child to his fullest potential is discussed.
Using the WISC, obtained IQ scores ranged from 50 to 75.

Correctly used participles:

Written for parents of gifted children, the *booklet* discusses...
Using the WISC, the *investigator* obtained IQ scores...

3. Enumeration

Numbers or letters in listings take up space and with the use of colons, semicolons, and commas, are not necessary and should not be used.

The phrase "the following" in enumerations should be eliminated when ideas can be stated directly and more concisely:

Instead of this: Personnel participating in the project were the following: a physician, a school nurse, a social worker, and four teachers.

This: Personnel participating in the project were a physician, a school nurse, a social worker, and four teachers.

4. Numerals

a. Figures are used:

(1) for commonly accepted standards of measurement

(a) before % signs (3%, 17%)

(b) for fractions, except when followed by "of an" or "of the" (1 1/2 hours, one-third of the students)

(c) for time, money, measurement (3 hours, $3.00, 3 miles)

(2) for numbers 10 and over (11 variables, 21st Street)

(3) for ordinals following the noun (grade 2, part 2)

b. Numbers are written out:

(1) when they open a sentence (Eighteen subjects...)

(2) when they are under 10 and are neither a commonly accepted standard of measurement listed in 4.a. (1) above nor an ordinal following the noun (six boys, three tests)

c. Numbers in compounds follow the above rules (eight-item list, 82-item list)

5. Spelling and Other Stylistic Preferences

Compliance with ERIC stylistic preferences is required on ERIC documents. Compliance with these preferences in all abstracts, both ERIC and local, causes the least confusion.

a. Programed and programing are spelled with one m except when copying titles.

b. Date and proceedings require plural verbs (data are, proceedings are).

c. The preferred plural form of appendix is appendixes, not appendices.

6. Abbreviations

No abbreviation or acronym should be used in an abstract until it has been spelled out in full. The first time the term appears it should be spelled out, immediately followed by its abbreviation in parentheses. Thereafter the abbreviation should be used for brevity. Letters in acronyms are not separated by periods. IQ, MA, CA, and Ss are commonly known and may be used without first spelling them out. *The Sixth Mental Measurements Yearbook,* edited by Oscar Krisen Buros, is sometimes helpful in determining full test names when unfamiliar test abbreviations or acronyms are encountered.

7. Compound Words

The hyphen in a compound word should be eliminated when the term remains clear without the hyphen. Words may be fused (posttest, followup, teenage) or left separate (self concept, self esteem).

II. GENERAL INDEXING GUIDELINES

A. Introduction to Indexing

1. Purpose

Assignment of indexing terms, called descriptors and identifiers, to indicate major concepts in a document provides subject tags or handles which allow a searcher to retrieve that document later. Each indexing term assigned provides an access point. If the indexer inadvertently overlooks identifying a major concept with an indexing term, a person searching for information about that concept will not be able to retrieve that particular document. Indexing is thus user-centered. Bearing this purpose in mind assists the indexer in choosing indexing terms. In addition to identifying major concepts in the document, the indexer must be careful not to index very minor concepts, to avoid misleading the searcher. When assigning an indexing term, the indexer should consider whether a person searching for information on that topic would be satisfied if he retrieved that particular document or whether there is so little information on that topic in the document that it would be of minimal value to the searcher.

2. Coordinate Indexing

The assignment of indexing terms meant to be used either separately or in combination in searching is called coordinate indexing. For example, if the searcher wants information on methods of teaching mathematics to educable mentally retarded students, he will look for documents which include among the indexing terms assigned to them the combination of all three appropriate descriptors: *Teaching Methods, Mathematics,* and *Educable Mentally Retarded.* A search with several terms can be a cumbersome and time consuming process. Although manual searches can be made, searching in a coordinate system is more quickly done by computer.

The computer can search other kinds of combinations too, based on the Boolean logic of *and, or,* and *not.* Thus, it could search documents indexed with *Teaching Methods* and *(Mathematics* or *Reading).* Or it could search documents on *(Teaching Methods* and *Reading)* and not *Educable Mentally Retarded.*

B. Major Indexing Tools

1. Thesaurus of ERIC Descriptors

The *Thesaurus of ERIC Descriptors* lists descriptors to be used in indexing and eliminates synonymous terms by referring from the synonyms to the approved descriptors, thus controlling the vocabulary used in indexing literature in the field of education at all ERIC Clearinghouses. The thesaurus lists, for each descriptor, broader terms, narrower terms, and other related terms. Thus, the thesaurus brings to the attention of indexers and searchers other terms which might be employed as descriptors or in searching.

2. Exceptional Child Education Thesaurus

The *Thesaurus of ERIC Descriptors* contains over 7,000 terms, as of December, 1971 (4,877 approved descriptors and 2,395 entries of synonyms and other terms which refer the reader to approved descriptors) and covers the entire field of education. To reduce this thesaurus to a more manageable size for use in indexing documents dealing with exceptional child education, the *Thesaurus for Exceptional Child Education* was created. All descriptors appearing in the *Thesaurus for Exceptional Child Education* are approved ERIC Thesaurus terms which were selected on the basis of particular need to the Clearinghouse on Exceptional Children. For many of the terms in the exceptional child thesaurus additional information is provided in scope notes which define the terms, indicate selected similar terms, and/or clarify specific usage of terms relevant to exceptional child education. The *Thesaurus for Exceptional Child Education* contains approximately 1,000 terms and is the major tool used in indexing exceptional child education literature. Descriptors should be selected from it. However, the *Thesaurus for Exceptional Child Education* may not contain an appropriate descriptor for a major concept in a document which does not directly concern exceptional child education. In that case, a supplementary descriptor from the *Thesaurus of ERIC Descriptors* may be assigned by the indexer. Henceforth, references to "the thesaurus" refer to the *Thesaurus for Exceptional Child Education*. The *Thesaurus of ERIC Descriptors* will be identified as the ERIC Thesaurus.

The indexer must translate the concepts he has chosen to index into the language of the *Thesaurus for Exceptional Child Education*. Sometimes the author's use of a term does not correspond to the thesaurus definition of that term. The indexer must be sure he has identified the author's meaning, and find the thesaurus descriptor which best reflects that meaning, and not necessarily the language the author used. For example, an author may use the term *Tracking* when he is discussing the classification of students of similar ability or interests into groups, which then follow separate prescribed courses of study. The indexer will find that *Tracking* is defined in the thesaurus as the "adjustment of an instrument to maintain a normal or desired value or to follow a moving reference marker". For student tracking, the thesaurus refers the reader to *Grouping (Instructional Purposes)* or *Ability Grouping*, which represent the concepts the author is discussing.

3. Rotated Descriptor Display

The *Rotated Descriptor Display* of the descriptors from the ERIC Thesaurus is a useful tool in the search for descriptors, particularly for the new indexer. It is a permutation of all the ERIC descriptors so that they file under each component word. A two word descriptor such as *Health Services* will be listed twice: with all other terms containing the word Health, and with all other terms containing the word Services, without respect to the position of each word in a multiword descriptor. The *Rotated Descriptor Display* thus groups related terms which often may be separated when listed alphabetically in the thesaurus. For example, if the indexer finds *Health Services*, but does not find an appropriately specific descriptor beginning with the word Health in the alphabetical listing, by consulting the *Rotated Descriptor Display* under Health he will find other health terms in which health is not the first word, such as *Mental Health Clinics, Community Health, Dental Health*, and *Public Health*.

C. What To Index

1. General Guidelines

The actual contents of the document, not its implications or possible applications, are indexed. A bibliography of documents on mental retardation may have been compiled to support graduate study in special education, but because the document is not about graduate study, *Graduate Study* would not be a correct descriptor.

Even if a study reports negative findings, disproving its hypothesis, the concept investigated should be indexed. If a classroom study of gifted children proves that audiovisual aids do not improve their achievement in mathematics, *Audiovisual Aids* and *Academic Achievement* are still appropriate descriptors.

A concept should be indexed only when it reflects a major topic, and not when it is a methodological process used as a standard procedure in investigating another topic. Descriptors such as *Analysis of Variance* or *Correlation*, for example, should be used only when they represent the subject of the document, and not when, as is frequently the case, they are merely mentioned as having been used in a research project to analyze statistical data.

Some descriptors reflect general concepts (broader terms) while others reflect more specific concepts (narrower terms). If a document discusses a specific concept and also adds useful information about the general concept, the abstractor should index at both levels of specificity. A document dealing with abstract reasoning can be identified with the descriptors *Abstract Reasoning* and the broader term, *Thought Processes.* However, if many specifics of the genus *Thought Processes* are discussed (such as abstract reasoning, creative thinking, critical thinking, logical thinking, and concept formation), but not in enough detail to merit indexing each, only the general concept *Thought Processes* would be indexed.

2. Number, Order, and Form of Descriptors

The number of descriptors assigned may range from two or three up to 20, depending upon document complexity. Five to 10 descriptors are the average.

Although order of descriptors does not affect the search process, the order can convey information to the reader. Descriptors listed in generally descending order of importance indicate which concepts are emphasized in the document. This, however, is merely a loose guideline; fine distinctions in importance and ranking are not attempted by the indexer.

3. Categories of Concepts Which Can Be Indexed

Some documents may be indexed neatly by drawing one or two descriptors from each of the following categories of indexical concepts, while others may not require any terms from certain categories. These categories are suggested merely as aids to jog the memory and help the new indexer to be comprehensive.

a. Population Concepts

Relevant characteristics of the individual or group discussed can be indexed. Possible indentifying descriptors are too numerous to list, but some types of characteristics the indexer may want to consider are:

age level or grade level
occupation
socioeconomic characteristics
race
nationality

As an example, in just one of these categories, grade level, the indexer can choose among these descriptors:

Early Childhood Education
Kindergarten
Primary Grades
Intermediate Grades
Elementary Education
Junior High Schools
Senior High Schools
Secondary Education
Colleges
Universities
Undergraduate Study
Graduate Study

b. Exceptional Children Population Concepts

Exceptional Children are the major population treated in the literature abstracted. Generally, subjects of the documents fall into one of three categories:

Exceptional Child Education
Exceptional Child Research
Exceptional Child Services

One of these descriptors should be selected, if possible, for each document as the first indexing term. Approximately 90% of the documents will fall into one of these three categories.

The Research term takes precedence over the other two. If an article reports research on teaching methods, even though the subject investigated is educational in nature, the term assigned is *Exceptional Child Research.* The Services term covers all services to exceptional children other than education: medical, psychiatric, welfare, physical therapy, occupational therapy, social services, and others.

If the document concerns exceptional children, the second listed descriptor indicates the type of exceptionality involved. The Subcategory Classification for Disability Areas *(Example 2 in Appendix)* gives a breakdown of the areas of exceptionality. If a subcategory of a major disability area is involved, such as the subcategory *Stuttering* under *Speech Handicapped,* both terms are used as descriptors. If more than three areas of handicap are involved, the term *Handicapped Children* is used rather than listing each specific handicap.

c. Activity and Methodology Concepts

Index the activity or action concept involved, such as teaching, testing, or surveying, and the methodology or materials involved, such as programed materials, language labs, or questionnaires.

d. Curriculum Concepts

A document may concern an educational curriculum concept which is being administered, taught, or measured, such as mathematics, space orientation, reading, or concept formation.

e. Form of Document

In addition to indexing subject and contents, the indexer should indentify a document's form with one of the following descriptors when the document is one of these types:

Annotated Bibliographies
Annual Reports
Bibliographies
Conference Reports
Curriculum Guides
Directories
Doctoral Theses
Glossaries
Guidelines
Literature Reviews
Masters Theses
Program Descriptions
Programed Materials
Research Proposals
Research Reviews (Publications)
Resource Guides
Study Guides
Teacher Developed Materials
Textbooks

D. Identifiers

1. Definition of Identifiers

Names of persons, places, tests, uncommon diseases, agencies, or special processes may be part of a document's indexical information, but proper nouns and specific terms such as these are not structured into the thesaurus. These terms are called identifiers and are listed after descriptors by the indexer. The indexer precedes them with the notation *identifier* or *ID* to differentiate them from the descriptors. Identifiers are selected by the same criterion as descriptors: if there is enough information in the document to justify retrieval through searching by the identifier. Identifiers will be listed in the ECEA index and can be used for searching, but are not part of the thesaurus.

Following the guidelines for the creation of identifiers should guarantee that two abstractors who, at different times, create an identifier for the same name or concept will do so in like manner and therefore both documents will eventually be listed under the one standard identifier in an index (rather than one under *Piaget (Jean)* and one under *Jean Piaget,* for example).

2. Categories of Identifiers

Selected categories of identifiers and sample identifiers to illustrate correct form are:

a. Programs or projects: *Project Talent*
Used only if the program is the subject, not the source, of the document.

b. Educational, professional, or business organizations: *Catholic University; Westinghouse Corporation*
Used only if the organization is the subject, not the source of the document.

c. Equipment: *Cuisenaire rods; trampolines*

d. Tests: *Bender Gestalt Test*

e. Persons: *Piaget (Jean)*

f. Geographical locations: *Ohio; Great Britain*
The name of a state or foreign country is indicated only if it reflects the subject content of the document. For example, a survey of the prevalence of mental retardation in Ohio rates the identifier *Ohio* but a study of the reaction time of mentally retarded students which happened to be carried out in Cleveland, Ohio does not rate the identifier *Ohio* because it really has nothing specifically to do with the state. When a foreign country is listed as an identifier, also use *Foreign Countries* as a descriptor.

g. Coined terminology: *free schools; Sesame Street*

h. Government departments: *Department of Health Education and Welfare; California Department of Labor*

i. Legislation: *Elementary and Secondary Education Act Title III; Public Law 83-176*

j. Specific theories, methods, or treatments: *Montessori Method; megavitamin therapy*

3. Guidelines for the Formation of Identifiers

For the purpose of consistency in the creation of identifiers, the indexer should:

a. Spell out the term in full rather than use an acronym.

b. Capitalize the initial letter of an identifier only if it is a proper noun; otherwise, lower case is used.

c. Eliminate commas, hyphens, periods, or other punctuation in an identifier; parentheses are an exception and may be used.

d. Omit initial words such as "the", "a", or "an" in a multiword identifier, so that it will be listed in the index under the first major word of the term.

e. Limit the identifier to the maximum length of 50 characters, counting spaces.

The logical removal of prepositions or articles is permitted if necessary to shorten an identifier.

The list of Commonly Used Identifiers *(Example 3 in Appendix)* indicates the standard form for some frequently used identifiers.

4. ERIC Identifier Usage Report

A tool helpful in selecting the preferred form of an identifier is the *Term Usage Statistical Report* for ERIC identifiers, which is kept in the office of the Coordinator of Abstracting. This report lists all identifiers which have been used in the ERIC system and the number of times each has been used. If the indexer is debating between using "Russia", "Soviet Union", or "Union of Soviet Socialist Republics" as an identifier, for example, he can consult the ERIC identifier usage report to determine how many times each possibility has been used previously and, thus, discover which is the standard form of the identifier.

III. PROCEDURES PECULIAR TO LOCAL DOCUMENTS

A. Order and Physical Form of Abstracts

1. Local documents are those which will be announced in ECEA only, and not in either of the ERIC publications, RIE or CIJE. Documents are taken by the abstractor in ascending order of EC numbers from the *Ready to be Abstracted – Non-ERIC* shelf in the office of the Information Cataloguer, hereafter referred to as the cataloguer.

2. Abstracts may be handwritten. Indexing terms may be listed immediately following the abstract or on a separate sheet of paper.

3. The abstract and indexing terms are stapled to the bibliographic information cataloguing sheet found in the document, and inserted in the document. Sheets are folded if the document is small in size. If the abstract and indexing terms are on separate pages, they are stapled with the indexing terms preceding the abstract, since later keypunching and proofing are done in that order.

4. Document is placed on the shelf designated as the *Ready to be Keypunched Shelf.*

B. Record Keeping

The abstractor keeps a record of the EC numbers of documents abstracted, and whether each was destined for local *(L),* ERIC *Research in Education (E),* or CIJE *(C)* publication. On Friday he records this information *(L,E,* or *C* plus abstractor's initials) on the *Abstract Control List* in the Coordinator of Abstracting's office. The Abstract Control List, which consists of a sequential list of EC numbers, serves as an up-to-date record of documents abstracted, by whom, and for what purpose.

IV. PROCEDURES PECULIAR TO ERIC DOCUMENTS FOR RIE

Approximately 50 documents per month are submitted by the Clearinghouse on Exceptional Children to ERIC for publication in *Research in Education* (RIE). Since these are primarily research documents, informative abstracts will usually be required.

A. Procedural Differences

1. ERIC documents are shipped out each Friday. At least 10 ERIC documents must be abstracted by the end of each Tuesday, so that the cataloguer has time to type, proof, and ship them.

2. ERIC documents are abstracted in ascending order of EC numbers. Documents are taken by the abstractor from the shelf labeled *ERIC to be Abstracted.*

3. After an ERIC document is abstracted and indexed, it is returned to the shelf labeled *ERIC to be Typed.*

B. Format Differences

1. Abstract Length Limit

While there is no maximum word limit for an ERIC abstract, it must be able to be typed by the cataloguer within the space reserved for the abstract on the ERIC Report Resume form *(Example 4 in Appendix).* Usually 170-180, or sometimes 190 words, can be typed in this space.

2. Major and Minor Descriptors

At least one and not more than five of the descriptors assigned to an ERIC document are designated as major terms by placing an asterisk before the term. No more than one identifier may be starred as one of the five major terms. Purposes for this are to identify the major concepts of the document and to provide access to the document through the Subject Index of RIE. Only the major terms are listed in the Subject Index to limit its size to a manageable level. All terms, however, are printed in the Document Resume section with the abstract.

For documents on exceptional child education, generally the Exceptional Child descriptor *(Exceptional Child Research, Exceptional Child Education,* or *Exceptional Child Services),* the handicapping descriptor, and one or several subject terms are starred as major terms.

3. New Descriptors

New descriptors may be recommended for addition to the ERIC Thesaurus. The *ERIC Operating Manual,* Section 3.4.4, provides guidelines for creating a suggested descriptor and for submitting the candidate descriptor, by means of a Descriptor Justification Form (DJF).

V. PROCEDURES PECULIAR TO ERIC JOURNAL ARTICLES FOR CIJE

A. Nature of CIJE

1. Introduction

Current Index to Journals in Education (CIJE), part of the ERIC program, is a monthly bulletin for the dissemination of educational information from current periodical literature. Bibliographic data, indexing terms, and sometimes annotations are given for each journal article announced in CIJE. Abstracts are not included. However, the abstractor does prepare an abstract for each article indexed for CIJE; these abstracts are later printed in ECEA.

2. Nature and Acquisition of Journals for CIJE

As the ERIC Clearinghouse on Exceptional Children, the CEC Information Center is assigned for processing journals concerning special education. The contact person for all questions and correspondence concerning journal coverage and other CIJE-related matters is William E. Burgess of the CCM Information Corporation, which publishes CIJE:

Mr. William E. Burgess, ERIC/CIJE Project Director
CCM Information Corporation
909 Third Avenue
New York, New York 10022
Telephone (212) 935-3088

Coverage of core journals is cover-to-cover. All articles are indexed. Not indexed are editorials, book reviews, newsletters, letters to the editor, and other non-articles. Articles in non-core journals are indexed selectively. Articles from selective journals are chosen by the Acquisitions Coordinator and indicated on the Journal Abstract Checklist attached to the journal cover. The list of Journals Processed for CIJE *(Example 5 in Appendix)* indicates which journals are indexed cover-to-cover and which selectively for CIJE.

3. Turnaround Time

To maintain CIJE currency, a quick turnaround time for journal processing is required. Within five days of receipt of a journal, articles from it should be catalogued, indexed, and the typed resumes forwarded to the publisher. The abstractor's part in the process (cataloguing and indexing) should be accomplished in no more than two days, to allow time for typing by the cataloguer, proofing, and preparation for mailing.

B. ERIC Journal Article Resume Form

The cataloguing and indexing information for each article indexed for CIJE is recorded by the abstractor (longhand is permissible) on the ERIC Journal Article Resume form *(Example 6 in Appendix)*. The cataloguer will type the forms for submission to CCM. The abstractor's role in preparing the form is as follows:

1. ERIC Accession Number

   This field is left blank.

2. Clearinghouse Accession Number

   This field is left blank.

3. Group Code

   The three-digit Descriptor Group code number identifies the major subject of the document. Articles announced in the printed resume section of CIJE are grouped by general subject areas, as indicated by their Descriptor Group codes. For the list of the 52 Descriptor Group code numbers and accompanying scope notes, see *Example 7 in Appendix*.

   The Descriptor Group code number must represent at least one, and presumably the most important one(s), of the major descriptors. For this reason, it is recommended to fill in the Descriptor Group code number after selecting the indexing terms. The *Thesaurus of ERIC Descriptors* notes the correct Descriptor Group code number for each descriptor. The code number for Handicapped, 240, applies to a majority of the exceptional child education literature.

4. Author

   Author's name is entered last name first. If no author, name of compiler (Comp.) or editor (Ed.) is entered. Titles, degrees, or other honorifics are omitted. A semicolon separates the names of two authors; for three or more authors, only the name of the first is entered, followed by a semicolon and the words "And Others."

   Examples illustrating author entries:

   Jones, James A.
   Smith, Alan; Brown, Peter
   McNamara, R. J.; And Others
   King, Arthur M., Ed.; Prince, Edward P., Ed.

5. Title

   Complete title of article, including alternative title or sub-title, is entered followed by a period.

6. Journal Citation

Entry of journal title omits an initial article and is followed by a semicolon. Following the semicolon, volume number, issue number, pagination, and date of journal are indicated in the following style:

Journal of Learning Disabilities; v5 n1 p21-8 Jan 1972
Behavior Therapy; v2 n11 p169-73 Nov 1971
Schizophrenia; v14 n3 p73-9, 82 Spr 1972

The inclusive pagination statement drops repetitive digits in the figure for the last page.

Abbreviations used in the journal citation field are:

volume	v
number	n
page(s)	p
Spring	Spr
Summer	Sum
Fall	F
Winter	W
months	the first three letters of the month's name

7 and 8. Descriptors and Identifiers

Selection of indexing terms follows the general guidelines for indexing (see Section II, especially parts C and D).

Differences concern number of descriptors and designation of major descriptors:

a. No more than 10 indexing terms (including identifiers) may be assigned for each article.

b. An asterisk precedes major indexing terms, of which there can be a total of five, including one identifier. Major terms are placed in the subject index of CIJE, while all terms are printed in the Main Entry Section.

   Major descriptors usually will include the Exceptional Child term *(Exceptional Child Research, Exceptional Child Education, Exceptional Child Services)*, and the handicapping or gifted term.

9. Annotations

The CIJE annotation is a short comment or explanation which mentions important facets of content not evident from the title and descriptors. If the scope of an article is adequately evident from the title and descriptors, an annotation is not included. If the full meaning of an article is obscured by a short, clever, or otherwise uninformative title (such as "Success or Failure?" or "Which Way Next?") or by the limit of 10 descriptors, an annotation is included.

a. Form of Annotation

Annotations, like abstracts, may be informative or descriptive. Annotation length may not exceed 50 words. It may be one or more sentences, but not more than one paragraph. Complete sentences are preferable, although telegraphic sentences or simple descriptive phrases may be used when appropriate. The abstractor places his own initials in capital letters or the indication *Author* within parentheses at the end of the annotation, depending upon the source of the annotation.

b. Content of Annotation

Content, format, or intended use of an article may be described. The annotation need not be weighted in the same proportions as the article. It should not repeat information already contained in the title. A brief summary statement or explanatory note by the author may be used as an annotation, followed by *(Author)*. An annotation may include one or more of the following kinds of information:

(1) Scope and main purpose of article.

(2) Type of report or study, such as a collection of essays, a literature review, an eyewitness account, a case study, a theoretical discussion, a paper presented at a conference, or part of a doctoral thesis. If it is a paper presented at a conference, indicate the name, place, and date of conference.

(3) Author's viewpoint or bias.

(4) Intended audience or intended use.

(5) Relationship to other works or theories.

(6) Special features, such as illustrations, extensive bibliographies or glossaries, or a series of which the article is a part.

C. Procedural Steps in Processing CIJE Articles

1. CIJE journal is given to the Coordinator of Abstracting by the Coordinator of Acquisitions, who has indicated which articles are to be indexed unless the journal is done on a cover-to-cover basis.

2. Coordinator of Abstracting assigns journal to an abstractor.

3. Abstractor prepares an ERIC Journal Article Resume form for each article to be indexed. At the same time, Abstractor prepares abstracts of the articles selected for later use.

4. Abstractor places resume forms in journal and signs his initials on the processing form attached to the journal cover.

5. Abstractor gives journal to Cataloguer for typing and EC number assignment.

6. Cataloguer returns journal to Coordinator of Abstracting for proofing of the typed resume forms. Coordinator indicates in pencil any corrections to be made, then approves the Accession Log Sheet *(Example 8 in Appendix)* for that journal by signing on the line marked "Approval".

7. Coordinator of Abstracting logs in the journal number, issue, date, and date of submission to CCM on the CIJE Processing Records *(Example 9 in Appendix)* which the Coordinator keeps.

8. Coordinator of Abstracting removes from the journal and files the first copy (which the abstractor filled out) of all ERIC Journal Article Resume forms.

9. Coordinator of Abstracting returns to Cataloguer the journal, the typed resume forms, and the approved Accession Log Sheet. Cataloguer will make final corrections and dispatch the resume forms to CCM.

10. Cataloguer returns to Coordinator of Abstracting the journal, a xerox copy of the Accession Log Sheet, and xeroxed copies of the typed resume forms.

11. Coordinator of Abstracting files the copy of the Accession Log Sheet, and returns the journal and resume form copies to the original abstractor.

12. Abstractor edits the ERIC Journal Article Resume forms for ECEA consistency, attaches the previously prepared abstracts to the matching resume forms, and returns the journal, edited resume forms, and attached abstracts to Cataloguer for keypunching codes.

Editing the ERIC Journal Article Resume form for ECEA consistency consists of these operations:

a. In the upper left margin, entering the keypunching code=*B* followed by the two or three capital letters which indicate the acquisition subject category of the article. The Selected Categories for Acquisition Cards *(Example 10 in Appendix)* lists the acquisition category codes. The acquisition category code is used for counting the number of documents acquired and processed in each subject area.

b. Elimination of any quotation marks in the title field, since they cannot be printed in ECEA.

c. Elimination of asterisks preceding descriptors and identifiers.

d. Removal of capitalization in any identifiers which are not proper nouns.

VI. MISCELLANEOUS PROCEDURES RELATED TO ABSTRACTING

A. Abstract Control List

The Coordinator of Abstracting maintains an Abstract Control List in order to have a current record of which documents have been abstracted, by whom, and what kind of documents (local, ERIC RIE, or CIJE). On Fridays each abstractor records, after the EC number of each document he abstracted that week, the kind of document it was *(L, E, or C)* and his initials.

The Coordinator of Abstracting requests computer printout lists of EC numbers as needed from the Information Processing Supervisor. A request consists of submitting a sheet of paper with the following details indicated:

ABSTRACT CONTROL LIST
CEC ERIC INFORMATION CENTER
FEBRUARY, 1972 (or other appropriate date)

EC 040 550	EC 040 600	EC 040 650	EC 040 700
↓	↓	↓	↓
EC 040 599	EC 040 649	EC 040 699	EC 040 749

Within several days the Coordinator of Abstracting will receive a computer printout with all the inclusive EC numbers listed.

B. Thesaurus Revision

Revision of the *Thesaurus for Exceptional Child Education* is considered by the abstracting staff, under the direction of the Coordinator of Abstracting, approximately once a year, or as needed. Revision is considered necessary when suggested new entries, deletions, and alterations to present entries total in number at least 10% of the total number of entries. When this is determined to have occurred, the following steps are taken to revise the thesaurus.

1. The Coordinator of Abstracting requests from the Information Processing Supervisor (IPS) a triple-spaced printout of the thesaurus from the card deck.

2. The abstracting staff discusses all in-house and out-of-house thesaurus suggestions received since the last revision which the Coordinator has maintained on file. The staff, in addition to considering new entries, also reevaluates each current thesaurus entry for usage, relevancy, and need for clarifying scope note or cross references.

3. All thesaurus changes are recorded on the printout.

4. Coordinator of Abstracting gives printout to IPS, who will have it keypunched and the deck run off for a first draft.

5. Coordinator and IPS proof and edit the first draft.

6. IPS has any corrections keypunched and a second draft run off.

7. Second draft is proofed by Coordinator of Abstracting and IPS.

8. IPS sends card deck to Photo Data for camera-ready copy.

9. IPS proofs camera-ready copy.

10. The Director of the Information Processing Unit arranges for securing bids from printers and selects a printer.

11. IPS sends camera-ready copy to printer.

C. ERIC Quarterly Report

In early January, April, July, and October, Quarterly Progress Reports for the preceding three months are submitted to ERIC covering the ERIC activities of the CEC Information Center. The Coordinator of Abstracting has responsibility for providing the data for Section C ("Journal Inventory") of the report, which concerns journal articles processed for CIJE. The Coordinator gives the following information to the secretary of the Director of the Information Processing Unit for typing:

1. *Number of articles indexed during quarter.* The number can be obtained from the file of Accession Log Sheets kept by the Coordinator.

2. *Number of annotations.* The number can be obtained from the file of the original ERIC Journal Article Resume forms kept by the Coordinator.

3. *Titles of journals assigned or dropped during quarter.* The record of journals assigned or dropped is found in the Coordinator's file of CIJE correspondence, since journal coverage changes are authorized in writing by William Burgess, ERIC/CIJE Project Officer at CCM Information Corporation.

APPENDIX

LISTING OF JOURNALS GRANTING PERMISSION TO USE ABSTRACTS

February 24, 1972

American Annals of the Deaf
American Journal of Diseases of Children
American Journal of Mental Deficiency
American Journal of Occupational Therapy
American Journal of Orthopsychiatry
Behavior Therapy
Child Psychiatry and Human Development
Education and Training of the Mentally Retarded
Exceptional Children
Interchange
* Journal of Abnormal Psychology
Journal of Applied Behavior Analysis
Journal of Autism and Childhood Schizophrenia
* Journal of Consulting and Clinical Psychology
Journal of Educational Research
Journal of Learning Disabilities
Journal of Marriage and the Family
Journal of Nervous and Mental Disease
Journal of Personality Assessment
* Journal of Personality and Social Psychology
Journal of School Psychology
Journal of Special Education
Journal of Speech and Hearing Research
Mental Retardation
Orthomolecular Psychiatry
Pediatrics
** Perceptual and Motor Skills
Personnel and Guidance Journal
Physical Therapy
Rehabilitation Literature
Research Quarterly
Scandinavian Journal of Rehabilitation Medicine
Social Work
Teaching Exceptional Children
Training School Bulletin
Volta Review

* Credit notations for these abstracts should be (APA) rather than the usual (Author) notation.

** Credit notations for these abstracts should be (Journal) rather than the usual (Author) notation.

SUBCATEGORY CLASSIFICATION FOR DISABILITY AREAS

Visually Handicapped

- Blind
- Partially Sighted

Aurally Handicapped

- Deaf
- Hard of Hearing

Speech Handicapped

- Cleft Lip
- Cleft Palate
- Stuttering
- Voice Disorders

Multiply Handicapped (This term is to be used only for coexisting conditions rather than the presence of a second condition resulting from a first condition.)

- Deaf Blind

Gifted

- Creative Ability
- High Achievers

Mentally Handicapped

- Custodial Mentally Handicapped
- Trainable Mentally Handicapped
- Educable Mentally Handicapped
- Mongolism

Disadvantaged Youth

- Culturally Disadvantaged
- Economically Disadvantaged
- Lower Class
- Low Income Groups
- Minority Groups
- Migrant Children

(continued)

Learning Disabilities

Aphasia
Dyslexia
Language Handicapped
Learning Difficulties
Minimally Brain Injured
Neurologically Handicapped
Perceptually Handicapped
Reading Difficulty

Emotionally Disturbed

Aggression
Anxiety
Autism
Behavior Problems
Criminals - Adult delinquents
Delinquents
Discipline Problems
Echolalia
Fear
Hostility
Mental Illness - use for emotionally disturbed adults
Neurotic Children
Personality Problems
Psychotic Children
Psychosomatic Diseases
Schizophrenia
School Phobia
Socially Deviant Behavior
Socially Maladjusted
Suicide

Physically Handicapped (A distinction is made between Physically Handicapped and Special Health Problems)

Anomalies
Amputees
Cerebral Palsy
Homebound
Hospitalized Children
(The term Orthopedically Handicapped is always indexed as Physically Handicapped)

(continued)

Special Health Problems

Allergy
Asthma
Cardiac (Persons)
Diabetes
Diseases
Epilepsy
Infectious Diseases
Pregnancy
Rh Factors
Seizures

For several reasons, the following terms either fit no category or are appropriate for a number of categories depending on the focus of the literature:

Bilingual Students
Foreign Students
Dropouts
Potential Dropouts
Neglected Children
Child Abuse
Underachievers
Educationally Disadvantaged (a California term)
Alcoholism
Drug Addiction
Hyperactivity
Death
Institutionalized (Persons)
Illiteracy
Retarded Speech Development
Slow Learners

Commonly Used Identifiers

February 4, 1972

The following list is a compilation of most frequently used identifiers -- terms which have been found useful in indexing to identify recurrent topics in exceptional child literature, but which are not ERIC Thesaurus descriptors. Included are the standard forms for some names (tests, projects, et cetera) which have in the past been used in varying forms, to insure future consistency in their use. This is not a comprehensive list of identifiers; other identifiers may be formed following the guidelines for identifiers outlined in the Abstracting and Indexing Manual: Procedures of the CEC Information Center.

amphetamines
apraxia
art therapy
Bureau of Education for the Handicapped
color blindness
daily living skills
De Lange syndrome
Doman Delacato Method
Educational Resources Information Center (ERIC)
Elementary and Secondary Education Act Title I (II, III, IV, V, VI)
enuresis
Great Britain (use for England, Scotland, Wales, Northern Ireland)
habilitative aids
Head Start
hemophilia
house parents (use for cottage parents also)
iatrogenic diseases (condition or disease caused by physician)
laryngectomees
megavitamin therapy
Montessori Method
movement education
music therapy
National Easter Seal Society for Crippled Children and Adults
noise levels
orphans
orthomolecular therapy
pediatrics
perinatal influences (use for conditions occurring during or injuries caused by birth process)
perseveration (constant repetitive action or behavior)

phenylketonuria
Piaget (Jean)
poison
Project Talent
public information (use when document is issued to inform public)
Public Law 88-156 (or any other number)
scouting (use for both Boy Scouts and Girl Scouts)
self fulfilling prophecies
self mutilation
Soviet Union (use for Russia, Union of Soviet Socialist Republics)
speech physiology
spina bifida
surgical treatment (subcategory of "Medical Treatment")
toilet training
x chromosomes
xyy syndrome

Tests:
Bender Gestalt Test
Frostig Developmental Test of Visual Perception
Illinois Test of Psycholinguistic Abilities
Peabody Picture Vocabulary Test
Stanford Achievement Test
Stanford Binet Intelligence Test
Wechsler Adult Intelligence Scale
Wechsler Intelligence Scale for Children
Wechsler Preschool and Primary Scale of Intelligence

Notes:
1. To identify the SEIMC/RMC Network, use the descriptors "Instructional Materials Centers" and "National Programs" (or "Regional Programs" if talking about one IMC).
2. To identify U.S. government offices or departments, do not use "U.S." or "United States" in forming the identifier. Examples: Department of Health Education and Welfare; Office of Education.

EXAMPLE 4

ERIC REPORT RESUME

ERIC ACC. NO.				
CH ACC. NO.	P.A.	PUBL. DATE	ISSUE	
EC 040 482		[71]		

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
LEVEL OF AVAILABILITY I ☒ II ☐ III ☐

AUTHOR
Stott, D. H.

TITLE
A Case of Pseudo-Retardation.

SOURCE CODE	INSTITUTION (SOURCE)
BBB04919	Guelph University, Ontario, Canada
SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.65;3.29		
REPORT NO.		BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE
26p.

DESCRIPTORS
*Exceptional Child Education; *Mentally Handicapped; *Case Studies; *Role Playing; *Behavior Change; Maturation; Parent Influence; Clinical Diagnosis

IDENTIFIERS

ABSTRACT Review of a case study of a 4-year-old girl who assumed the role of a retardate reveals that the girl probably suffered multiple congenital impairments of a minor character that affected the central nervous system and the structures governing social behavior and maturation. The stated basis for pseudo-retardation is the person's ability to function at a normal level at certain times or in some areas. In a general discussion of pseudo-retardation, the author advocates that clinical diagnosis of retardation needs to include assessment of the motivational variable. The girl's mother is said to have accepted the diagnosis of temperamental abnormality and consequent retardation and to have reinforced the girl's dependence. The girl's normal eye movements are said to have suggested, however, that the girl knowingly controlled behavior of those around her. Behavior change principles implemented to change her dependent behavior and intellectual development are shown to be successful. It is concluded that the girl's excessive need for attachment after the age of 1 1/2 years motivated her mother to be overprotective, which the girl exploited with a guise of retardation. (CB)

Journals Processed for CIJE

Effective July 6, 1971

*Academic Therapy Quarterly
American Annals of the Deaf
American Journal of Mental Deficiency
*American Journal of Orthopsychiatry
*Australian Journal of Mental Retardation
*Behavior Therapy
*Canada's Mental Health
Education and Training of The Mentally Retarded
Education of the Visually Handicapped
Exceptional Children
*Exceptional Parent
Gifted Child Quarterly
Journal of Autism and Childhood Schizophrenia
Journal of Learning Disabilities
*Journal of Mental Deficiency Research
*Journal of Nervous and Mental Disease
*Journal of Rehabilitation of the Deaf
Journal of Special Education
*Journal of Speech and Hearing Research
Journal of Speech and Hearing Disorders
Mental Retardation
New Outlook for the Blind
*Pediatrics
*Rehabilitation Literature
*Schizophrenia
*Sight-Saving Review
*Slow Learning Child
*Special Education
*Special Education in Canada
Teaching Exceptional Children
Training School Bulletin
Volta Review

Breakdown of Journal Frequency:

Monthly	7
Bimonthly	5
5 per year	1
Quarterly	18
3 per year	1
TOTAL	32

*Journals processed selectively.
All other journals processed cover to cover.

17 Selective
15 Cover to Cover
32 TOTAL

EXAMPLE 6

ERIC JOURNAL ARTICLE RESUME

ERIC ACC. NO.	
CH. ACC. NO. EC 040 647	GROUP CODE 240

AUTHOR
Miller, Joel R.; Paul, Howard A.

TITLE
Vineland Scale of Ego Development.

JOURNAL CITATION
Training School Bulletin; v68 n3 p141-52 Nov 1971

DESCRIPTORS
*Mentally Handicapped; *Personality Assessment; *Test Evaluation; *Self Concept; Self Esteem; Adolescents; Adults; Personal Adjustment; Projective Tests

IDENTIFIERS
*Vineland Scale of Ego Development

ANNOTATION
Reported are reliability and validity scores obtained for the projective test of perceived feelings of importance and self-worth in retardates 16 years and over. (KW)

EDIT NOTES

OE FORM 6027, 10/69 REPLACES OE FORM 6027, 4/69, WHICH IS OBSOLETE.

TABLE 2: DESCRIPTOR GROUP SCOPE NOTES

010	Abilities	Intelligence and performance of individuals, e.g., Academic Aptitude, etc. Also contained herein are specific skills as they relate to the ability for acquiring and performing given skills, knowledge of the means or methods for accomplishing a task. For skill-related occupations, see OCCUPATIONS.
020	Administration	Management and management-related processes in administering various types of school plants and educational organizations. For different types of administrative personnel, see PERSONNEL AND GROUPS. For program development, see FINANCE. For financial factors, see FINANCE. See also PROGRAMS.
030	Arts	Fine Arts, Theater Arts, Painting, Freehand Drawing, Sculpture, Music, Ceramics, Graphic Arts, Dramatics, etc. See also HUMANITIES.
040	Attitudes	Attitudes of individuals or groups toward a given object or condition, e.g., Student Attitudes, Class Attitudes, Personal Interests, Values, etc.
050	Audiovisual Materials and Methods	Audiovisual materials and methods used for instructional purposes, e.g., Closed Circuit Television, Mass Media. See also COMMUNICATION, EQUIPMENT.
060	Behavior	Kinds or types of human behavior and factors related to the study of behavior, e.g., Violence, Socially Deviant Behavior, Conditioned Response, Overt Response, etc. See also LEARNING AND COGNITION, PSYCHOLOGY, SOCIOLOGY.
070	Biology	Study of life including Zoology and Botany, e.g., Ecology, Heredity, Plant Science, Animal Science, Physiology, Neurology, etc. See also HEALTH AND SAFETY.
080	Communication	Methods and characteristics of communication, e.g., Oral Expression, Verbal Communication, etc. For types of communication equipment, see also EQUIPMENT.
090	Counseling	Counseling Programs, Counseling Services, Guidance Programs, Guidance Services, Individual Counseling, Group Counseling, Vocational Counseling, etc. See also ADMINISTRATION, ATTITUDES, BEHAVIOR, PSYCHOLOGY.

(continued)

100	Culture	Specific cultures, e.g., African Culture, and culture-related factors, e.g., Cultural Differences, Ethnic Grouping, Urban Culture, etc. See also RACE RELATIONS.
110	Curriculum	Specific types ofcurriculum and specific types of courses, e.g., Business English, Elementary Science, Fused Curriculum, Correspondence Courses, Inservice Courses, etc.
120	Demography	Studies related to population including statistical, social and economic factors, e.g., Census Figures, Geographic Distribution, Migration, Population Trends, Student Distribution, Urban Population, etc.
130	Development	Includes stages of growth, the development of specific materials, and the development of education programs, e.g., Childhood Material Development, Program Development, etc. See also ADMINISTRATION, BIOLOGY.
140	Education	General education concepts, specific types of education, e.g., Cooperative Education, Educational Improvement, Art Education, Mathematics Education, Music Education, Vocational Education, etc.
150	Employment	Employment, job processes and labor, e.g., Youth Employment, Employment Practices, Job Analysis, Labor Conditions, Labor Unions, Personnel Data, Unemployment, etc. For specific occupations, see OCCUPATIONS. See also PERSONNEL AND GROUPS.
160	Environment	Aggregate of conditions or influences on communities, schools, culture, and social factors, e.g., Community Influence, Classroom Environment, Cultural Environment, Social Environment, etc. See also CULTURE, SOCIOLOGY.
170	Equipment	Instructional equipment and general school and classroom equipment, e.g., Filmstrip Projectors, Tape Recorders, Building Equipment, Classroom Furniture, Vending Machines, etc. See also AUDIOVISUAL MATERIALS AND METHODS, FACILITIES.
180	Evaluation	Judgment of processes and people in the education system, e.g., Counseling Effectiveness, Cognitive Measurement, Educational Testing, Student Evaluation, Teacher Evaluation, Test Interpretation. Descriptors that describe the products of evaluation techniques should be applied to the group EVALUATION TECHNIQUES.

(continued)

190	Evaluation Techniques	Specific techniques or methods used in educational processes for evaluation and comparison of the effectiveness of the education system, e.g., Comparative Testing, Forced Choice Technique, Q Sort, Self Evaluation, etc. See also EVALUATION, PSYCHOLOGY, TESTS.
200	Experience	Knowledge or acquired skills, e.g., Emotional Experience, Learning Experience, Social Experience, Teacher Experience, etc. See also ABILITIES, ATTITUDES, DEVELOPMENT.
210	Facilities	Buildings, installations, and appendages designed to serve a specific function, e.g., Arts Centers, Auditoriums, Crafts Rooms, Dormitories, Lighting, Parks, Public Facilities, Rural Clinics, School Space, Self Contained Classrooms, etc. See also EQUIPMENT.
220	Finance	Relating or pertaining to money matters and transactions, e.g., Bond Issues, Expenditures, Fiscal Capacity, Minimum Wage, Salaries, Scholarships, State Aid, Tax Allocation, Welfare, etc. See also ADMINISTRATION, GOVERNMENT.
230	Government	Executive, legislative, and judicial aspects of federal, state, and local government, e.g., Federal Government, Federal Legislation, Federal Courts, State Government, State Legislation, City Government, Community Aaencies (Public), Taxes, etc. See also ADMINISTRATION, FINANCE.
240	Handicapped	Limited to persons with or conditions related to physiological or psychological impairments such as Blind, Aurally Handicapped, Partially Sighted, etc.
250	Health and Safety	The physical condition, preservation, or control of an organism or its parts such as Accident Prevention, Family Health, Medical Service, Traffic Safety, and Diseases. See also BIOLOGY.
260	Humanities	Branches of learning having primarily a cultural character usually including Literature, History, and Philosophy. See also ARTS, CULTURE, LANGUAGE AND SPEECH.
270	Instruction	Activities, materials, and guidance that facilitate learning in either formal or informal situations such as Academic Enrichment, Assignments, Computer Oriented Programs, Correspondence Study, Workshops, etc. See also CURRICULUM, EDUCATION, AUDIOVISUAL MATERIALS AND METHODS.

(continued)

280	Instructional Program Divisions	Any segment of or grouping of students such as Ability Grouping, Age Grade Placement, Non-graded Classes, Grade 1, Grade 2, Grade 3, etc. See also ADMINISTRATION.
290	Language and Speech	The study of language includes Morphology (Languages), Phonology, and Syntax. See also HUMANITIES. Includes also oral communication such as speech sounds and gesture, e.g., Diction, Phonetic Analysis, Pronunciation, Speech Habits, Speech Therapy, Vowels, Etc. See also LANGUAGES.
300	Languages	For specific languages and language groups, e.g., Czech, African Languages, English, etc. See also COMMUNICATION.
310	Learning and Cognition	The process of acquiring knowledge or skills through study, instruction, or experience such as in Creative Thinking, Discovery Processes, Thought Processes, etc.
320	Library Materials	Includes library collections such as Books, Annotated Bibliographies, Historical Reviews, etc. See also AUDIOVISUAL MATERIALS AND METHODS, COMMUNICATION.
330	Library Science	The principles and practices related to processing conducted in the library as well as related user requirements and services, e.g., Abstracting, Information Dissemination, Library Services, Etc.
340	Mathematics	Operations or processes involved in the solution of mathematical problems such as Operations Research, Statistics, Algebra, etc.
350	Occupations	One's usual or principal work especially as a means of earning a living, e.g., Farm Occupations, Office Occupations, etc., as well as any study or result of that study, e.g., Occupational Clusters, Occupational Surveys, etc. See also EMPLOYMENT, and PERSONNEL AND GROUPS.
360	Opportunities	Advantageous circumstance or combination of circumstances when effecting security, wealth, education, or freedom. Specific opportunities would include Career Opportunities, Teaching Benefits, Housing Opportunities, etc.
370	Organizations (Groups)	A group of persons that has more or less a constant membership, a body of officers, a purpose, and usually a set of regulations such as Advisory Committees, Citizens Councils, Clubs, Housing Industry, etc. See also PERSONNEL AND GROUPS.

(continued)

380	Personnel and Groups	Persons considered together as being related in some manner or having some common characteristics, Accountants, Advanced Students, etc. Also includes a number of things or persons ranged or considered together as being related in some manner having common bonds, e.g., Age Groups, Delinquents, Anglo Americans, Middle Aged, Young Adults, Senior Citizens, College Freshmen, etc. See also EMPLOYMENT and SOCIOLOGY. For specific occupations, see OCCUPATIONS.
390	Physical Education and Recreation	Activity in which persons refresh themselves mentally or physically, such as in Community Recreation Programs, Social Recreation Programs, etc.
400	Physical Sciences	Study of nonliving materials, e.g., Electricity, Matter, Space, Time, Physics, etc.
410	Programs	A plan or procedure: a schedule or system under which action may be taken towards a desired goal such as After School Programs, College Programs, Work Experience Programs, Youth Programs, etc. See also ADMINISTRATION.
420	Psychology	The study of mental phenomena, activities, and processes, e.g., Aggression, Conflict, Fear, Intelligence Factors, Student Adjustment, etc. Also includes psychological forms of treatment, e.g., Role Playing, Sociodrama, etc.
430	Race Relations	Relations among members of different races and methods of affecting such relations, e.g., Classroom Integration, Integration Methods, Racial Balance, Racism, etc. See also CULTURE, SOCIOLOGY.
440	Reading	The action or practice of one who reads or the oral Reading, Reading Assignments, Elective Reading, Group Reading, Readability, etc. Also includes reading facility, e.g., Reading Ability, Reading failure, Illiteracy, etc. See also ABILITIES, COMMUNICATION, and INSTRUCTION.
450	Research	Areas and methods of investigation or experimentation having for its aim the discovery of new facts, e.g., Area Studies, Deaf Research, Experimental Programs, Research Methodology, etc.
460	Resources	Source of supply, support or aid, such as Community Resources, Educational Resources, Natural Resources, etc.

(continued)

470	Schools	Institutions offering defined studies at defined levels, e.g., Catholic Elementary Schools, Day Schools, High Schools, etc.
480	Social Sciences	Study of the functioning of human society and with the interpersonal relationships of individuals as members of society such as Behavioral Sciences, Communism, Economic Progress, Social Relations. See also BEHAVIOR, SOCIOLOGY, RACE RELATIONS.
490	Sociology	A broad Social Science which deals with the study of the structure of society, its groups, institutions, and culture, primarily interested in the way people organize themselves into groups, social classes, and institutions such as Anti Segregation Programs, Church Role, Delinquency Causes, Family Characteristics, etc. See also SOCIAL SCIENCES, ORGANIZATIONS (GROUPS), RACE RELATIONS.
500	Standards	Morals, ethics, habits, requirements, etc., established by authority, custom, or an individual as acceptable, e.g., Academic Standards, Behavior Standards, Certification, Educational Specifications, Graduation Requirements, Living Standards, State Standards, Teacher Certification, etc.
510	Techniques	Processes, manipulations, or procedures required in any art, study, activity, or production, e.g., Classroom Games, Classroom Techniques, Creative Teaching, Educational Methods, Field Trips, Lesson Plans, Methodology, Optional Branching, Production Techniques, Tutoring, etc.
520	Tests	Devices or procedures for measuring ability, achievement, interest, etc., e.g., Achievement Tests, Aptitude Tests, Cognitive Tests, Interest Tests, Language Tests, Multiple Choice Tests, Problem Sets, Reading Tests, Talent Identification, Test Validity, etc.

CLEARINGHOUSE ACCESSION LOG SHEET EXAMPLE 8

CLEARINGHOUSE: ERIC Clearinghouse for Exceptional Children PAGE 4 OF 4

ATE LOGGED: 1/5/72 APPROVAL: Karen L. Woodworth

ACCESSION NUMBER PREFIX	ACCESSION NUMBER NUMBER	LEVEL	AUTHOR (LAST NAME)	LOG/ DOC. CHECK	PAPER TAPE CHECK	EDIT LIST	SOURCE	AUTHOR	COMMENTS
EC	040 615		Mann						
EC	040 616		Moss						
EC	040 617		Cogen						
EC	040 618		Proger						
EC	040619		Freeman						
QTY. 5									

INITIAL QUANTITY _____

REVISED QUANTITY _____

JOURNAL CITATION Journal of Special Education; v5 nl W/Spr 1971

EXAMPLE 9

CIJE PROCESSING RECORD

Name of Journal Exceptional Children

Number of Issues Per Year 10 Processing Coverage Complete

Volume	Number	Date	Date Sent
38	1	Sep 1971	Oct. 18, 1971
38	2	Oct 1971	Oct 22, 1971
38	3	Nov 1971	Nov 16, 1971
38	4	Dec 1971	Jan 18, 1972
38	5	Jan 1972	Jan 13, 1972
38	6	Feb 1972	Feb 9, 1972

EXAMPLE 10

SELECTED CATEGORIES FOR ACQUISITION CARDS

AD ADMINISTRATION, for cross-disability items pertaining to administration and supervision

DS DISADVANTAGED, pertaining to economically or culturally deprived

DH DEAF AND HARD OF HEARING

ED EMOTIONALLY DISTURBED and socially maladjusted

GC GIFTED CHILDREN

LD LEARNING DISABILITIES and neurologically impaired

MR MENTALLY RETARDED, use for survey items or when degree of retardation is not noted

- EMR EDUCABLE MENTALLY RETARDED, when noted
- TMR TRAINABLE MENTALLY RETARDED, when noted

PH PHYSICALLY HANDICAPPED, use for hospitalized, homebound, crippled, chronically impaired, and other special health problems

PS PSYCHOLOGY

SE SPECIAL EDUCATION, use for survey items or items with general applicability for all disability areas

SI SPEECH IMPAIRED

VH VISUALLY HANDICAPPED

XX ALL OTHERS, for items having no applicability for special education per se